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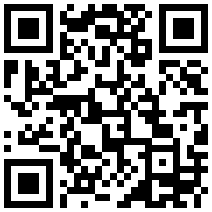

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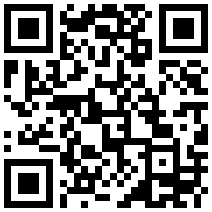

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EDUCATIONAL MUSEUMS AND LIBRARIES OF EUROPE

BY
WILL S. MONROE

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VI

EDUCATIONAL MUSEUMS AND LIBRARIES OF EUROPE

Probably the first formulated statement of the need and character of a distinctively educational museum appeared in a monograph[1] by School Inspector General Jullien of France in 1817. Jullien was indoctrinated with the educational theories of Pestalozzi and desirous of their adoption in his own country. He maintained that an important step in education would be taken if there could be opened at Paris a permanent exhibit of the teaching appliances used by Pestalozzi, together with sets of those in use in other countries, and a library containing the writings of standard pedagogical authors. Jullien's well-directed suggestions, however, seem to have borne no immediate fruit.

From the beginning of the present century, and in connection with various industrial and trades' expositions in Europe, there had been exhibits of pupils' work and teaching appliances; but the purpose was the temporary display of local conditions rather than a permanent representation of educational progress. Perhaps the first permanent exhibit of teaching appliances was that opened at Stuttgart in 1851. It was in no sense a special educational museum, but merely one section of the Wurtemburg industrial museum.

What will surprise most readers is the fact that the first distinctively educational museum was organized in America—the Educational Museum at Toronto, Canada, founded in 1853. Four years later, 1857, as an outgrowth of the educational congress and exhibit held at St. Maryn's Hall, London, the Educational Division of the South Kensington Museum was

[1] Jullien, *Esquisse et vue préliminaire d'un ouvrage sur l'éducation comparée* (Paris; 1817).

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formed. The next one organized was at St. Petersburg in 1864. A year later one was organized at Leipzig, which, after six years of struggle, was merged into the Comenius-Stiftung. The Bureau of Education at Washington was established in 1867. Three years later the national teachers' association of Holland formed an educational museum at Amsterdam. During the decade from 1870 to 1880, no less than a dozen similar institutions were organized in Europe.

Some of these museums, as, for instance, at St. Petersburg, Paris, Brussels, and London (Educational Division of the South Kensington Museum), have been established and are wholly maintained by the national governments, and are considered an integral part of the general system of education. Several—at Munich, Budapest, and Neuchâtel—are maintained by state or cantonal governments. Berlin (the city museum), Hamburg, Hanover, and Lisbon are the creations of city governments. Others, as Amsterdam, Berlin (the German museum), Hildesheim, Jena, Brunswick, Stockholm, and London (Teachers' Guild) have been organized and are supported by teachers' associations. A number of these educational museums have been started as memorials to great educators, as that in Leipzig to Comenius, that in Zürich to Pestalozzi, and that in Fribourg to Girard.

There are in all thirty-five educational museums in Europe in active operation and two—Vienna and Rome—that are temporarily closed. A few have only the school museum, and two or three only the pedagogical library. The general aim of all is to bring to the attention of the teachers of their own city, state, or country, the best methods and aids in teaching, the steps of educational progress, the writings of great educators, and the condition of schools and education in the different countries of the world. Several of the most important educational museums described in this article were visited by the writer. For accounts of the others he has relied upon the excellent monograph[1] by Julius Beeger, and the reports,

[1] Beeger, *Die Pädagogischen Bibliotheken, Schulmuseen und ständigen Lehrmittelausstellungen der Welt* (Leipzig, 1892).

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catalogues, and personal information furnished him by the directors of these different institutions.

England—There are two educational museums in England—the Educational Division of the South Kensington Museum and the Teachers' Guild of Great Britain and Ireland. The former, as already noted, grew out of the educational exhibit and congress held in London in 1854, although it was not formally opened until 1857. Its object, as set forth in a preliminary announcement, was to "aid all classes of the public, and especially those engaged in teaching, by bringing together all that is new and worthy of attention relating to education, both in its primary and secondary branches, whether of home or foreign production."

Although organized and controlled by the state, the growth of the museum was due largely to the assistance given by the producers of educational books and apparatus. Each object was labeled with its name and use, the retail price, and the name and address of the donor or exhibitor. The school exhibit had eight departments: (1) school furniture and fittings, models of buildings, etc.; (2) cabinets and apparatus for object lessons, toys, doll houses, etc.; (3) drawing models and materials; (4) musical instruments, especially such as illustrate acoustics; (5) collections illustrating household and social economy; (6) apparatus for elementary geography and astronomy; (7) appliances for teaching the blind; (8) hygiene and means of physical training. In 1879 the museum was called upon to vacate the rooms occupied by the school furniture and the non-scientific apparatus, and these were crowded into a wooden building and unsuitable corridors. Nine years later these portions of the museum were dispersed —the loan collections returned to the owners; and such as belonged to the museum packed and stored. In the official report for that year, it is stated that want of space rendered this necessary.

The library, however, has continued to grow from the first. Its aim has been to afford teachers and others interested in education opportunities for examining and comparing the

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various publications used in schools, together with such books as bear on the history and progress of education at home and abroad. Many of the books have been gifts; and one notes a disproportion which is inevitable in a collection so largely made up of donations.

In its original plan, the library included fourteen departments: (1) English language and literature; (2) classical language and literature; (3) modern language and literature; (4) biography and history; (5) theology and church history; (6) works on pedagogy, reports, examination papers, etc.; (7) political, domestic, and social economy; (8) drawing and writing; (9) music; (10) mathematics; (11) geography and astronomy; (12) geology and mineralogy; (13) botany and general natural history; (14) chemistry, general physics, and mechanics. Since 1883 no books have been added to the first five departments. The present aim is to make it strictly an education and science library. The library numbers 77,000 volumes, 10,500 of which are works on pedagogy, reports, examination papers, etc. The first catalogue was printed in 1857, and nine subsequent additions have appeared. A new catalogue, containing all the books on education, was published in 1893.

The Teachers' Guild of Great Britain and Ireland was organize in 1885, but it succeeded an earlier organization—the Educational Society. Robert Hebert Quick, so well known in this country and the sense of whose loss is so fresh upon us, was one of the chief promoters of the Guild. Its aims are threefold: (1) to form a society which shall be thoroughly representative of all grades of teachers, and which shall be able to speak with knowledge and authority on all matters of education; (2) to obtain for the whole body of teachers the status of a learned profession; (3) to enable teachers, by union and co-operation, to make better provision for sickness and old age, and by the same means to do all such other lawful things as may conduce to their own welfare and the benefit of the public.

The central office of the Teachers' Guild is in London (74 Gower Street), with thirty branches in different parts of Great Britain and Ireland and the English possessions in Asia, Africa,

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and Australia. The scheme for the school museum includes (1) a collection of school documents (curricula, time-tables, syllabuses of lessons, examination papers, etc.); (2) school class books of all kinds; (3) apparatus for history teaching; (4) apparatus for geography teaching; (5) classical and antiquarian section (models of ancient dress, plans of cities, temples, battlefields, etc); (6) school plant and apparatus; (7) anthropometry; (8) music and drawing. Only a beginning has yet been made in the museum.

The library of the Guild aims to supply teachers with the books necessary for their professional training. So far it numbers but six thousand volumes, twenty-seven hundred of which are strictly pedagogical. Nine hundred of these were presented to the Guild by Mrs. Quick after the death of her husband, and two hundred of the rarer books used by Mr. Quick in the preparation of his *Educational reformers* she has loaned to the library. One hundred volumes from the library of the late Mr. W. H. Widgery, one of the early promoters of the Guild, have been presented as a Widgery memorial. The library of the Teachers' Guild is the best small collection of pedagogical books that has come to the writer's attention in his European studies; and connected with no educational museum or library has he found a more zealous band of educational workers—men like Watson, Storr, Russell, Garrod, and Mitchell, most of whom are known in America through their writings.

France—The Musée Pédagogique at Paris is the creation of the French government. It was organized in 1879—just after the great exposition—largely through the efforts of M. Ferdinand Buisson, the present director of elementary instruction. It occupies a large three-story building of thirty rooms in the Latin quarter of the city (41 Rue Gay-Lussac) and is unquestionably the best equipped and best supported educational museum in the world. The most considerable accessions to the museum have come through the expositions of 1878 and 1889, although the government has spared no expense to make it first-class in every department.

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Manual training in all its varied forms of expression is fully represented. The physical and chemical laboratories are most complete. There is a splendid collection of objects in clay, wax, and glass, representing every department of natural history. In the hall filled with beautiful marbles, casts, photographs, and other reproductions to illustrate art education, there is such an artistic representation of masterpieces as only France could bring together. Perhaps there is nowhere a fuller collection of the appliances to be used in the teaching of geography—globes, maps, charts, pictures, diagrams—than here. Schoolhouses in miniature, school furniture, heating and ventilating appliances, plans and photographs of school buildings, and all the conceivable illustrative aids to be used in teaching, bring the number of objects up to something over six thousand and fill a dozen rooms. But with this superb collection—costing vast sums of money and including about everything that is best in the way of teaching appliances—there is a want of organization and a failure to keep the objects in proper condition which render it less helpful to the student of education than the much smaller, but better organized and better kept, museum at Brussels.

The library of the Musée Pédagogique numbers fifty thousand volumes, and these have been secured almost entirely by purchase. The result is a much better selection than one finds in the large pedagogical libraries at Leipzig, Zürich, and London, where accessions have been made so largely through gifts. Every department of education—the history, theory, practice, method, growth of institutions and school systems, treatment of defectives—is here represented by the best books in the leading modern languages. The periodical, reference, and reading rooms are admirably equipped for the accommodation of students and readers. One finds here every educational journal of worth—in whatever language—that is printed in the world to-day. The library occupies sixteen rooms.

Through the circulating department of the library, students and teachers are reached in every part of the republic. All such books are forwarded and returned, postage free, as

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government matter. Books may be kept for two months. The circulating department of the library has three sections: (1) letters, including works on the French language and literature, history, geography, and political economy; (2) science, including mathematics, physics, chemistry, natural history, agriculture, horticulture, and hygiene; (3) pedagogy, including general works on education, history of pedagogy, philosophy, psychology, ethics, civics, school legislation, and the theory, practice, and history of the fine arts.

Connected with the Musée Pédagogique are several conferences on different educational topics. One of these is the Franco-English Guild, under the direction of Mlle. Williams, professor of English language and literature in the École Normale at Fouteney-aux-Roses, and devoted to the interests of modern languages. It has its own special library, lectures, conferences, and classes, and publishes a journal in English for the French teachers of this language.

Much of the best modern French literature on education has emanated from the Musée Pédagogique. Besides the monthly journal, *Revue Pédagogique*, devoted to elementary education, which has been printed since 1882, and the monographs[3] which it published in 1889, it has been publishing a series of memoirs[4] since 1884 on every phase of educational activity, more than 125 of which have already appeared. The printed catalogue[5] of the library, prepared by Profesor Bonet-Maury of the University of Paris, is the best bibliography of education ever published in any language. It should be noted, in passing, that probably no professional library anywhere is more used than this at Paris. And its readers include not only Frenchmen, but also Englishmen, Russians, Americans, Italians, Bulgarians, Belgians, and Spaniards. The French government, with characteristic generosity, freely admits the pedagogues of all nationalities to its use; and those who know

[3] *Monographies pédagogiques publiées à l'occasion de l'Exposition Universelle de* 1889, 6 vols. (Paris, 1889).

[4] *Mémoires et documents scolaires publiés par le Musée Pédagogique.*

[5] Bonet-Maury, *Catalogue des ouvrages et documents*, 3 Tome (Paris, 1891).

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it best, pay it highest tribute. A German educator, in describing it, remarked: "There is only one such collection of pedagogical books in the world."

Germany—But Germany is the country of educational museums. It has in all seventeen, or nearly half the number in all Europe. With a few exceptions, however, these are small exhibits of school work and teaching appliances or inconsiderable pedagogical libraries. The pedagogical library (Pädagogische Centralbibliothek) at Leipzig, and formerly known as the Comenius-Stiftung, is a notable exception. To except a small exhibit which it inherited from an earlier organization, it dates its beginning from 1871—the two hundredth anniversary of the death of Comenius. Its conception and remarkable growth have been almost entirely due to the efforts of one man—Julius Beeger, an enthusiastic student of the writings of Comenius, and until lately the director of the library. He began by issuing appeals to teachers, pastors, and friends of education generally; soliciting gifts in books and money. At the end of the first year the library numbered 2642 volumes, all but one of which had been acquired as gifts. At the end of ten years the library numbered 30,919 volumes, only 4511 of which had been bought directly out of the library's funds. It now numbers 66,604 volumes—probably the largest collection of pedagogical books in the world, although in no sense so select a library as the one at Paris.

The first volume of the catalogue[6] has been printed, and other volumes are to follow. The library is subdivided into fifty-six departments, only a few of which can here be noted: Encyclopedias of pedagogy, 12 different works; collections of standard pedagogical writers, 72; number of different educational journals—in German, 296; in Danish and Swedish, 4; in English, 27; in French, 8; in Hollandish, 6; in Italian, 6; in Portuguese and Spanish, 5; in Slavic, 6; sources of the history of pedagogy, 110 volumes; general works on the history of pedagogy, 29; history of distinct periods in educa-

[6] Beeger, *Katalog der Pädagogischen Centralbibliothek* (*Comenius Stiftung*), *Zu Leipzig*, 1 Bande, II. Auflage (Leipzig, 1892).

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tion, 150; histories of education in different countries, 339; educational biographies, 472; histories of individual educational institutions, 3044; systematic pedagogy, 106; physical education, 205, etc. It covers in fact every possible department of educational thought, and is especially strong in the literature relating to the common (*Bürger*) schools of Germany.

Students of education are always welcomed and are given every possible assistance by the library management. It is under the control of the Leipzig teachers' association, and is sustained in part by the association and in part by appropriations from the city of Leipzig and the kingdom of Saxony. The library publishes a weekly journal for teachers, the *Leipziger Lehrerzeitung*.

Berlin has two educational museums—the city (Städtische Schulmuseum) and the German (Deutsche Schulmuseum) school museums. The former was organized in 1875, and is under the control of the city authorities and receives an annual appropriation of about $1000. It has a considerable collection of illustrative apparatus and a library of 14,500 volumes. The German school museum was organized in 1876 by the Berlin teachers' association. It has a library of 16,000 volumes, and has aimed to make complete collections of the writings by and about Pestalozzi, Diesterweg, and Herbart.

The Thuringen school museum was opened at Jena in 1889. It is controlled by the Thuringen teachers' association, but its growth has been largely due to the enterprise of Ernst Piltz, the director. The collection of school furniture, teaching appliances, maps, charts, and text-books is good, although the library of strictly pedagogical books is not large. There is, however, at Jena, in connection with Professor Rein's pedagogical seminary, a professional library of about a thousand volumes.

Bavaria has two educational museums—one at Donauwörth, organized in 1875, and under the control of the Bavarian Society for Catholic Education, with a library of 40,000 volumes, and the other founded at Munich the same year and controlled by the government. The latter has a permanent

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school exhibit of some importance and a library largely composed of text-books.

The Mecklenburg school museum, located at Rostock, was organized 1887, and has a library of 2246 volumes. The teachers' association of the Province of Saxony organized a permanent school exhibit at Magdeburg in 1881. The educational museums at Kiel and Königsberg were both organized by local teachers' associations; the former in 1890, and the latter in 1879. That at Königsberg has a library of 5000 volumes. The educational library at Hanover was organized by the city; and that at Hildesheim in 1889 by the local teachers and has a library of 1000 volumes. At Hamburg, since 1891, the local government has set apart the educational books in the city library in a room especially fitted up for the use of the teachers. At Stuttgart, as before noted, the educational museum is one section of a permanent industrial exhibit. In addition, there are in Germany small school museums at Augsburg, Brunswick, and Dresden.

Russia—The largest exhibit made by any educational museum at the Chicago exposition, with the possible exception of the Bureau of Education of this country, was that of Russia. Although under the administration of the department of war, the Musée Pédagogique of Russia is conducted in the interests of general education. It was organized as early as 1864, at which time the Russian government bought of Germany, France, England, and Italy large collections of school apparatus which were displayed, in a building set aside for an educational museum, at St. Petersburg. At the time no suitable apparatus was manufactured in Russia. It was soon discovered, however, that the imported material was too expensive and not entirely suited for general use. It was accordingly decided that the museum should manufacture certain pieces of school apparatus at government expense and sell the same to the schools at nominal cost. The movement succeeded even better than was anticipated, and after a short time cheap workshops for the manufacture of physical apparatus were organized at various centers. The museum has con-

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tinued to make collections of the best teaching appliances used at home and abroad, until at the present time it numbers 16,500 pieces—probably the largest in the world.

The library numbers 15,000 volumes besides the publication by the museum of certain text-books for the use of the young—165,000 copies of one text for reading and writing having been printed. During the winter months, when the library is most used, from 70,000 to 100,000 books are drawn. The museum edits a pedagogical journal, and at different times has printed courses of study and suggestions to teachers. It also provides schools with collections for scientific instruction, and gives them the temporary use of magic lanterns, slides, etc. During the past twenty-five years, it has provided 1221 public lectures, 1182 readings for the people, 190 musical concerts, and provided the apparatus for 163,187 lessons. The museum's aim, as formulated by the director, is (1) to be useful to the educated and uneducated classes of the metropolis, as well as to all who may seek its counsels and assistance; (2) to look upon the collection of school apparatus not as a final aim, but as a means of present improvement; (3) to keep its operations not only open to the government, but also to public control.

The museum organizes special conferences for the discussion of educational questions; and all persons having the certificate to teach in middle or higher schools, teachers of the Holy Scripture, medical men, and persons connected with the administration of the schools are eligible to active membership in these conferences. At the present time there are eight such conferences organized in connection with the museum, as follows: (1) general pedagogical section; (2) section for the study of the Russian language and literature; (3) mathematics; (4) physics, chemistry, and cosmography; (5) geography and natural history; (6) foreign languages (French and German); (7) parents' circle, including teachers, physicians, and parents interested in the physical and mental development of young children; (8) section for the discussion of questions relating to the delivery of public lectures.

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The operations of the Russian educational museum have twice been exhibited in this country by large and creditable displays—at Philadelphia in 1876, and again at Chicago in 1893. It had similar exhibits at Paris in 1878 and 1889 and at Brussels in 1880. Special exhibits were also made in connection with the international geographical congress at Paris in 1875 and the international hygienic congress at Brussels in 1876. It exhibited its workings to the Russian people at St. Petersburg in 1870, in connection with the manufacturers' exposition, with a display of foreign school appliances and its own reproduction of the same. Two years later it participated in the polytechnic exhibition at Moscow; and in 1890 it organized and conducted at St. Petersburg the first Russian exhibition of children's toys, games, and occupations.

Switzerland—The Swiss people have always been interested in education; and this interest is manifested not only in the character of their elementary schools and higher institutions of learning, but also in the establishment and maintenance of other educational agencies, including school museums and pedagogical libraries. There are four well-organized educational museums in Switzerland. The most important of these is the Pestalozzianum at Zürich, organized 1875. The others are at Fribourg, Berne, and Neuchâtel. The Pestalozzianum has four departments: (1) public collections, including apparatus illustrating the present workings of the Swiss schools, an exhibit illustrating educational practices in other countries, a Pestalozzi memorial room, archives for the history and statistics of education in Switzerland, and a library of pedagogical literature; (2) a bureau which shall organize educational conferences; (3) public lectures; (4) publication of educational literature.

The museum contains very complete lines of work done in the Swiss schools, samples of teaching apparatus used, as well as appliances illustrative of the teaching aids in foreign countries. The exhibit is especially complete in the subjects of drawing and manual training. One room—the holy of holies—has been set aside as a memorial to Pestalozzi. Besides 1000

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Pestalozzian manuscripts and 1350 books and pamphlets relating to the great Swiss educator, it has the cradle in which he was rocked, and other personal mementoes, together with a fine collection of photographs of the different scenes of his labors, and a full series of his portraits in paintings and engravings.

The library contains 17,100 volumes, and the catalogue[1] just printed shows a wide range of educational thought. From the first it has been under the direction of Professor Hunziker of the University of Zürich; and although aiming primarily to promote the interests of the elementary schools, it has always been an organic part of the university instruction in pedagogy. Since 1880, it has published the *Pestalozziblätter*, a high-grade monthly journal devoted to the interests of education. The Pestalozzianum derives its revenues from a number of sources—the Pestalozzi Society, the city and canton of Zürich, and the Swiss government.

The Musée Pédagogique at Fribourg was organized in 1884, chiefly through the efforts of M. Léon Genoud, who represented the Swiss government at the educational congresses held at Chicago in 1893. The museum has four departments: (1) collections of teaching appliances; (2) pedagogical library; (3) works by Père Girard, and books relating to him; (4) documents relating to the history of education, school legislation, and statistics. The museum contains 9733 objects, and the library 4643 volumes. It is especially strong on educational works in the French and German languages. It publishes a journal for teachers—the *Bulletin Pédagogique*.

The educational museum (Sweizerische permanante Schulausstellung) at Berne was founded 1879, although there had been before that date a permanent school exhibit in connection with the industrial exposition, on the plan of the one at Stuttgart. It is managed by a teachers' association, and the city and canton of Berne contribute toward its support. It includes (1) appliances illustrating Swiss education; (2) models of schoolhouses, furniture, etc., used in foreign countries; (3) objects

[1] Hunziker, *Katalog der Bibliothek des Pestalozzianums* (Zürich, 1894).

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and materials illustrating the history of education; and (4) a pedagogical library. The museum has 1506 pieces, and the library 8000 volumes. A monthly journal, the *Pionier*, is published by the museum management.

In 1887 the educational museum (l'Exposition Scolaire Permanente) of Neuchâtel was formed by the educational department of the canton government. It aims to illustrate by pupils' work, text-books, and teaching appliances the subjects taught in the elementary schools.

Austria-Hungary—When preparations were being made for the great international exposition of 1873 at Vienna, it was decided to organize a permanent educational museum (Permanente Lehrmittel Ausstellung). A government regulation provided that all new and valuable teaching appliances intended for elementary schools should be procured and exhibited here. The museum was well equipped by the accessions which came to it through the exposition. It continued to grow, in spite of insufficient funds, until it included 19,000 objects. But financial difficulties finally compelled it to close. How long it will remain closed, no one with whom the writer communicated seemed to know; but it does not seem probable that a great city like Vienna will be long without this educational institution. A recent monograph[8] by Professor Stejskal shows that the Austrian schoolmen are agitating its reopening with considerable vigor.

At Bozen a permanent school exhibit was opened in 1889, and the same year the teachers' association of Tyrol organized an educational museum at Innsbruck. The educational museum at Graz was opened in 1881. It occupies seven rooms and has both a museum and library. The former includes 6840 objects, and the latter contains 2000 volumes.

Hungary has shown a larger interest in her educational museum than Austria. From the first it has been a state institution and has received liberal support. The Hungarian educational museum (Orszagos tanszer-múseum fö-felügyelösége)

[8] Stejskal, *Die Errichtung eines k. k., österreichischen Museums für Erziehung und Unterricht* (Wien, 1894).

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was opened at Budapest in 1877. It has fifteen sections, including plans and models of schoolhouses and furniture, kindergarten supplies, apparatus for teaching the blind, outfits for physical and chemical laboratories, globes, tellurians, maps, and other geographical appliances, musical instruments, drawing models and casts, and sets of tools used in the manual-training schools. It numbers about 5000 pieces, and the library contains 1200 volumes. A number of educational conferences are organized in connection with the museum.

Belgium—The educational museum (Musée Scolaire National) at Brussels is conceded by all familiar with such institutions to be one of the best in the world—ranking in size and excellence with St. Petersburg and Paris. The writer found the museum portion more helpful than the one at Paris, because of superior organization and greater care of the articles displayed. The library bears no comparison with that at Paris, or a half dozen others in Europe. This museum was the outgrowth of the international exposition held at Brussels in 1880, one of the exposition buildings (Palais du Cinquantenaire) having been set aside for its use. It derives its support wholly from the government, and this from the first has been liberal—$3000 to $4000 a year.

In arrangement and display of work, the museum at Brussels is a model. It has nineteen departments, and an excellent catalogue[9] aids materially in the study of each. The first section is devoted to legislation, organization, and statistics of the schools of Belgium. By means of charts and diagrams, the visitor gets at the outset a schematic view of the school system of the country, and the relation which the different types of school bears to the general system of education. Section two is devoted to the earliest period of school life—helps for the use of mothers—and a fully equipped kindergarten. Section three begins with the primary school; and here again is a model room entirely fitted up with furniture, pictures, books, charts, and all the auxiliaries of such a school.

[9] Germain, *Musée scholaire national: Catalogue provisoire des collections* (Bruxelles, 1892).

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Section four is devoted to the subject of agriculture as taught in the primary, secondary, and normal schools. Methods of teaching the blind occupy the fifth section. Domestic economy and housewifery, with all the appurtenances of a laundry and cooking school, form the sixth section.

Manual training, as taught in the elementary and normal schools, is the basis of the seventh section. The courses of study, drawings, models, and specimens of work done by the Belgian children are exhibited, together with similar lines of work from Sweden, France, and Germany. The eighth section is devoted to geography. It contains 347 pieces, including text-books, wall and relief maps, globes, atlases, products, pictures, photographs, and models. It contains not only the geographical aids used in the schools of Belgium, but also good collections in use in other countries, including the United States. The ninth section is devoted to the geography of the Congo—a remarkably interesting collection, illustrating the geography of that part of Africa by means of books of travel, maps, pictures, photographs, natural products, implements used by the natives, etc. The tenth section is devoted to the teaching of history and the Bible: the eleventh to gymnastics and physical training; the twelfth to the organization of normal schools; the thirteenth to the teaching of the natural and physical sciences; the fourteenth to drawing and historical art; the fifteenth to children's societies, savings banks, and the effects of alcohol; the sixteenth to school organizations, supervision, and management; the seventeenth to school hygiene; the eighteenth to a temporary display of the work done by the pupils in the elementary and normal schools; and the nineteenth section is the pedagogical library. The museum contains more than 5000 different objects, and the library has 6500 books and 3000 pamphlets and reports.

Sweden—An educational library (Pedagogiska Biblioteket) was opened at Stockholm in 1885 by the Swedish teachers' association. It began with 2855 volumes, not including journals, reports, and catalogues, and now numbers more than 13,000 volumes. According to the first volume of the cata-

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logue,[10] the library is classified as follows: (1) journals, reports, and proceedings; (2) encyclopedias and collections of standard educational writings; (3) education and instruction in general; (4) methods of teaching special subjects—religion, history, geography, language, manual training, etc.; (5) university education; (6) school hygiene and architecture; (7) history of education; (8) school systems in other countries. The library is open to the free use of teachers and school officers, as well as to writers of text-books and pedagogical treatises. It is supported by a teachers' association, and aided by appropriations from the school board of Stockholm and the department of public instruction for Sweden.

Spain—The educational museum (Museo Pedagógico) of Spain was founded at Madrid in 1882, and intended rather for the education of teachers than for the investigations of scholars. It has a good collection of teaching appliances, and is most used by the normal-school students. As in France and Belgium, one notes special collections to illustrate the teaching of historical art. Regular courses of lectures are organized by the museum for the normal-school students and the teachers in the vicinity of Madrid. Like the national museums in France and the United States, the Spanish organization prints many pedagogical documents which are distributed to the teachers of the country. The printed catalogue[11] shows that the library contains several thousand well-selected pedagogical books.

Italy—The Italian educational museum (Museo d'Instruzzione e d'Educazione) was established at Rome in 1874, during the ministry of Sgr. Bonghi, on the plan of the museum at Vienna. It enjoyed great prosperity during its early history, but has lately been compelled to close for want of financial support.

Holland—The Netherlandish educational museum was founded at Amsterdam in 1870 by a national association of teachers. The museum contains school books, plans of school-

[10] Lagerstedt, *Katalog öfver Pedagogiska Biblioteket* (Stockholm, 1891).

[11] Cossio, *Catálogo general del Museo Pedagógico* (Madrid, 1889).

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houses, specimens of furniture and apparatus, portraits of distinguished educators, and work from pupils of the intermediate schools. The library includes works on general pedagogy, the history of education, methodology, school systems of Holland, Austria, France, Great Britain, United States, Belgium, Saxony, and Switzerland, besides many educational journals and pamphlets.

Denmark and Portugal—Of the Danish educational museum at Copenhagen, the writer was unable to obtain any official information. Through a private correspondent there, however, he learned that its chief characteristic was its inactivity. The Portuguese educational museum (Museu Pedagogico Municipal) was opened at Lisbon in 1882. It is maintained by the city government; but the writer failed to receive replies to his letters of inquiry regarding its development and present workings.

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